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ABSTRACT

The model described in this paper, and the accompanying bibliography, are designed for use by mid-level managers who head small community service programs in community colleges or who have decision-making authority over a sub-unit of large community service programs. This guide is further restricted to managers controlling services and non-credit courses. The developmental model for community service programs presented in this paper serves as a planning guide for new programs, and as a guide to improvement of existing offerings. It is meant to be flexible, allowing continuous evaluation and evolution of community service programs. Steps in the model include: (1) setting program goals; (2) assessing needs; (3) designing the program; (4) implementing the program; and (5) evaluation. Each step of the model is detailed, in checklist fashion, with specific recommendations. (JDS)

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A GUIDE AND BIBLIOGRAPHY FOR MID-MANAGERS IN COMMUNITY COLLEGE
COMMUNITY SERVICE PROGRAMS

by

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I. Introduction

Since World War II, two-year colleges have increasingly recognized the need to serve the community of which the college is a part. This has transformed "junior colleges" into "community colleges" which emphasize community services. The Federal Higher Education Act of 1965, Title I, encouraged this development by making grants available to strengthen community service programs of colleges and universities. By 1973, the American Association of Community and Junior Colleges Board of Directors declared "The mission of the AACJC is to provide an organization for national leadership of community-based, performance-oriented postsecondary education."¹ A National Council of Community Services has been formed, and publishes the quarterly journal, Community Services Catalyst.

Yet there is no single definition of "community services". The best known include Ervin I. Harlacher's "the educational, cultural, and recreational services above and beyond regularly scheduled day and evening classes."² Gunder A. Myran distinguishes

Those action programs of the community college, undertaken independently or in cooperation with other community groups and agencies, which direct the educational resources of the college toward serving individual, group and community needs.³

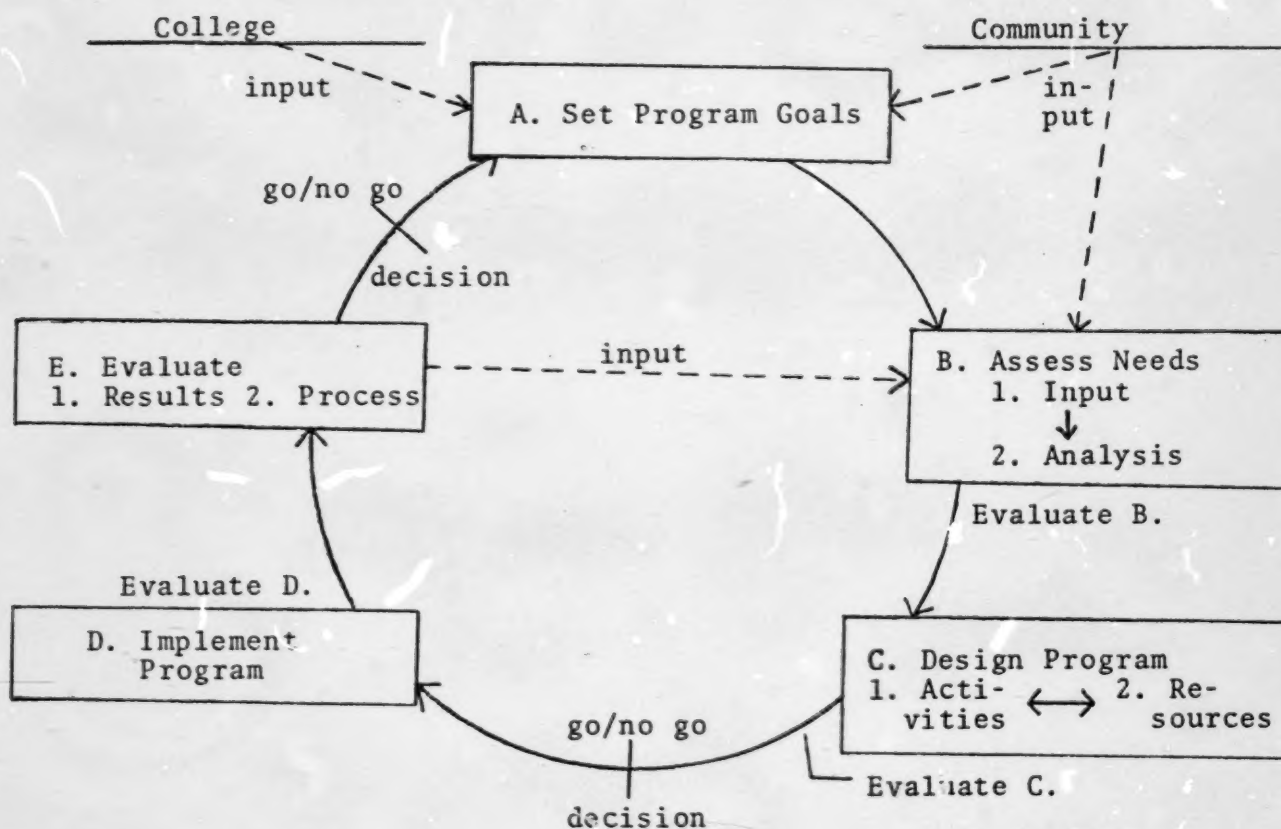
Difficulty in defining "community services" is due primarily to differences among colleges in placement of Community Services in the organizational structure. Community Services tends to be a separate administrative unit, but can be a part of each division of the college. As a separate unit, Community Services is headed by a dean, or

by a director who reports to a dean. When a dean heads the unit, he may have directors in charge of sub-areas such as women's programs, senior citizen programs, or rural programs.

Further difficulty with Community Service programs arises because they may be operating as "Continuing Education" or "Adult Education" units, and may retain some of the traditional duties of such units. Thus Community Services may control only non-credit courses, or may be responsible for both non-credit and some credit courses. Differences in funding these two usually necessitates different planning approaches.

The following model and bibliography, then, are designed for mid-level managers who head small Community Service programs, or who have decision-making authority over a sub-unit of a large Community Service program. This guide is further restricted to managers controlling services or non-credit courses. The operating definition of "community services" is: services and non-credit courses offered by the community college, in response to economic, social and cultural-recreational needs of the community.

II. Developmental Model for Community Service Programs



This model serves both as a planning guide for new programs, and as a guide to improvement of existing offerings. It is meant to be flexible, allowing continuous evaluation and evolution of Community Service programs. To further this continuous review, complete records, kept by the mid-managers, are essential.

Each step of the model is detailed, with specific recommendations, on the following pages.

Model Breakdown

A. Setting Program Goals requires consideration of:

1. Forces affecting the college--
Legislature
Governing body
Community
Faculty
2. Operational goals of the college
3. Role given to Community Services by the college administration
4. Financial restrictions--
Terms of grants
"Earmarked" funds
Self-supporting requirements
5. "Hidden" goals--
To develop Community Services students into regular students of the college⁴
To increase the number of taxpayers supportive of the college⁵
6. Target population of the program
7. Problems--
Community Services cannot be all things to all people

Goals evolve as the program evolves.

B. Assessing Needs requires:

1. Input

- a. Information needed--
What services and courses? When, where, how often?
Community makeup--social strata, political structure, values
Availability of students, teachers, physical resources
What services are offered by other community groups?
Are co-sponsors available for courses and services?
- b. Methods--
Marketing research internships for university students
Telephone surveys--often not well received due to frequency of telephone solicitations
Interviews--use student workers
Mail surveys--high return may relate to high educational background of population⁶
Census data
Advisory committees
Get recommendations from community organizations
Check businesses and employment services for vocational or in-service offerings
Mid-manager's perception of needs, based on awareness of trends in Community Service offerings⁷
- c. Other considerations--
Keep all questionnaires short, to improve cooperation
Good survey techniques can create a favorable atmosphere for Community Service programs
- d. Problems--
Many minorities are over-surveyed and under-serviced⁸
Interest in a subject does not equal motivation to take a course⁹
Interests change rapidly

2. Analysis

- a. Distill data into program objectives
- b. Set evaluation criteria

As program evolves, input occurs continuously.

Evaluate step B. in terms of A.

C. Designing the Program requires:

1. Setting Activities

- a. Set offerings--
Courses, course requirements
Workshops
Services, including child care, transportation,
counseling (offer internships)
Cultural offerings
Recreational offerings
In-service
Community use of college facilities
- b. Process offerings--
Schedule time and place of all offerings
Get academic approval for courses as required
- c. Problems--
Scrutinize projects which arouse deep feelings in
the community

2. Allocate Resources

- a. Human--
Instructors, drawn from the college or the com-
munity
Support personnel
- b. Physical--
Rooms--built, rented, or borrowed
Supplies--A. V. equipment, special needs for cer-
tain offerings
- c. Financial--
Possible sources--college funds, local funds, state
or federal funds, private foundations, student fees,
rental fees ¹⁰
Co-sponsor with other agencies
If program must be self-supporting, balance courses
with expected high enrollment with courses with ex-
pected low enrollment ¹¹
Determine enrollment needed for self-support or
other requirements

Revise design as program evolves--possibly mix 80% old offerings
with 20% new offerings ¹²

Evaluate step C. in terms of A. and B.

MAKE GO/NO GO DECISION ON OFFERINGS

D. Implementing Program requires:

1. Publicize offerings--
Direct mail of listings
List Community Service programs in hours schedule of the college
Newspaper inserts
Radio and T. V. public service spots
Notify community agencies and organizations
Post notices in stores which sell items which relate to course offerings, such as art supply stores for art classes, etc.
2. Enroll students--
Pair up nursing home residents so they can attend courses offered at one location¹³
Limit course cancellations, they upset potential students
3. Run courses and services

As program evolves, word-of-mouth advertising from students becomes increasingly important

Evaluate step D. in terms of A., B. and C.

E. Evaluation

1. of Results requires:

- a. If course didn't fill, was it the content, title, time, place, advertising, or instructor's reputation?
- b. Users' evaluation--
Pre and post questionnaires
Students' evaluation--was course as advertised?
was instructor prepared? was instructor fair, encouraging?¹⁴
- c. Post evaluation conference between mid-manager and instructor¹⁵

2. of Process requires:

- a. Student comments about the program
- b. Did this offering expose a need for a prerequisite or a follow-up offering? Input to B.
- c. Evaluate each step in terms of the whole process

MAKE GO/NO-GO DECISIONS ON OFFERINGS AND PROGRAMS

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